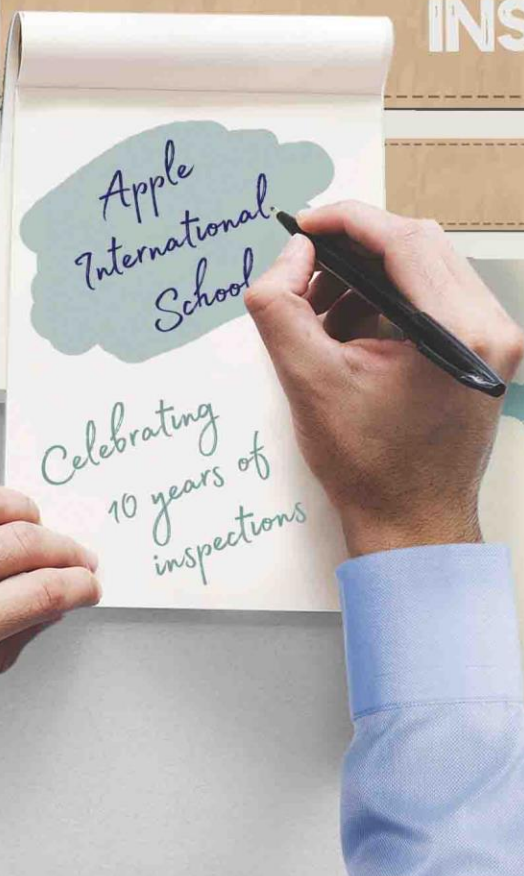


THE RACE FOR EXCELLENCE HAS NO FINISH LINE.
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM



INSPECTION REPORT

2017-2018



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School information

General information

Location	Al Qusais
Type of school	Private
Opening year of school	1994
Website	www.apple.sch.ae
Telephone	00971-4-2638989
Address	Qusais 1, Behind Emirates Driving Institute P.O. BOX 33963
Principal	Mrs Pranjala Dutta
Principal - Date appointed	11/12/2014
Language of instruction	English
Inspection dates	12 to 15 February 2018

Teachers / Support staff

Number of teachers	180
Largest nationality group of teachers	India
Number of teaching assistants	27
Teacher-student ratio	1:12
Number of guidance counsellors	1
Teacher turnover	12%

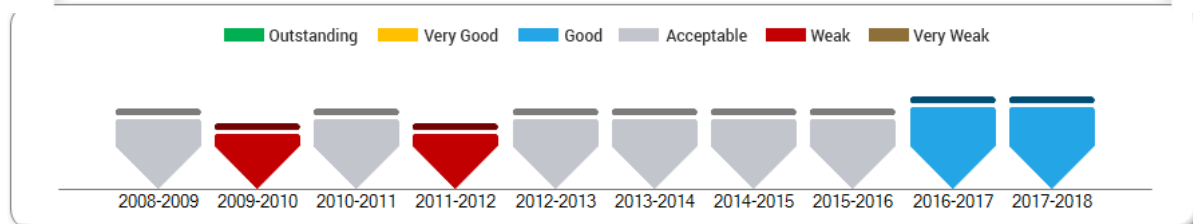
Students

Gender of students	Boys and girls
Age range	3-14
Grades or year groups	FS1-Year 9
Number of students on roll	2078
Number of children in pre-kindergarten	0
Number of Emirati students	19
Number of students with SEND	77
Largest nationality group of students	Filipino

Curriculum

Educational permit / Licence	UK
Main curriculum	UK / IGCSE
External tests and examinations	Cambridge CAT4
Accreditation	CIE
National Agenda benchmark tests	GL

School Journey for Apple International School



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

Apple International School was inspected by DSIB from 12 to 15 February 2018. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The principal provides inspirational leadership that is having a significant impact on the performance of the school. Leaders, at all levels, have a strong and strategic vision for the school. Strengths and weaknesses are well known. Relationships across the school are very strong. Partnerships with parents are very good. Recommendations from the previous visit report have been addressed.

Students' achievement

Attainment and progress are at least good in Islamic education, English, mathematics and science. Progress is very good in English in the Foundation Stage and mathematics in the secondary school. Attainment and progress is very good in science in the primary phase. Attainment and progress are acceptable in Arabic as a first language and improving in Arabic as a second language. Students' innovation and research skills are developing well.

Students' personal and social development, and their innovation skills

Students' personal development is very good across the school and outstanding in the secondary phase. Students are well behaved, fully engaged and exceptionally courteous. They are sensitive to the needs and differences of others. Attendance is very good. Students' awareness of Islamic values, their understanding of world cultures, social responsibility, innovation skills and care for the environment are good in the Foundation Stage and very good elsewhere.

Teaching and assessment

The quality of teaching is good across the school because of teachers' strong subject knowledge, careful planning, high expectations and strong relationships. Problem-solving and critical thinking are developed well as a result of the school's focus on learning skills. The use of technology is strong throughout the school. Assessment processes are very good and teachers know their students' strengths and weaknesses well.

Curriculum

The curriculum is effectively planned to ensure maximum engagement and challenge for students. The school complies with the UAE Ministry of Education (MoE) regulations for the teaching and curriculum of Arabic and Islamic Education. The curriculum is enhanced through a wide range of extra-curricular activities. Curriculum adaptations are used well to support students with SEND as and those who are gifted and talented.

The protection, care, guidance and support of students

The protection, care, guidance and support of students are very good. The school provides a safe and supportive environment for students. Safeguarding and child welfare procedures and practices are securely embedded and understood by staff, students and parents. Support for students with SEND and those who are gifted and talented, are good. Staff sensitively support students' personal development and well-being.

What the school does best

- The good or better progress in almost all subjects, and students' very strong performance in the National Agenda Parameter
- Students' research and innovation skills in learning and their personal and social development
- Teachers' awareness of students' strengths and weaknesses
- The arrangements for health and safety, and care and support
- The commitment, determination and passion of the principal, capably supported by senior staff and governors, and their partnerships with parents and the community







Key recommendations

- Improve the quality and consistency of teaching and learning by sharing the very good practice to ensure that:
 - teacher talk does not dominate lessons
 - work is carefully matched to challenge all students' abilities
 - greater account is taken of students' prior learning
 - there is a consistently clear focus on developing the range of students' learning skills.
- Improve attainment and progress in Arabic as a first language so that it is at least good by:
 - sharing the best teaching practices evident in other languages
 - raising teachers' expectations for what students can achieve.

Overall School Performance

Good

1. Students' Achievement

		Foundation Stage	Primary	Secondary
Islamic education 	Attainment	Not applicable	Good	Good ↑
	Progress	Not applicable	Good	Good
Arabic as a first language 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Good ↑
	Progress	Not applicable	Good	Good ↑
English 	Attainment	Good	Good	Good
	Progress	Very good ↑	Good	Good
Mathematics 	Attainment	Good	Good	Good
	Progress	Good	Good	Very good ↑
Science 	Attainment	Good	Very good ↑	Good
	Progress	Good	Very good ↑	Good
		Foundation Stage	Primary	Secondary
Learning skills		Good	Good	Good

2. Students' personal and social development, and their innovation skills

	Foundation Stage	Primary	Secondary
Personal development	Very good	Very good	Outstanding↑
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Very good↑	Very good↑
Social responsibility and innovation skills	Good	Very good↑	Very good

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Good	Good
Assessment	Very good↑	Very good↑	Very good↑

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Very good↑	Good	Good
Curriculum adaptation	Good↑	Good↑	Good↑

5. The protection, care, guidance and support of students

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good
Care and support	Very good↑	Very good↑	Very good↑

6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Very good↑
Parents and the community	Very good
Governance	Very good↑
Management, staffing, facilities and resources	Good

National Priorities

National Agenda Parameter

In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.



In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- The school meets the registration requirements for the National Agenda Parameter (N.A.P.).
- Students' attainment in English, mathematics and science in the N.A.P. benchmark tests is above expectations.
- Leaders and teachers understand, and very effectively analyse and use, information from N.A.P. data to set targets and drive school improvement. Action planning is thorough and ambitious.
- Teachers have been trained well in the use of N.A.P. data. They set challenging targets for students and monitor their progress rigorously.
- The school has reviewed and modified the curriculum for the core subjects appropriately. Teachers are developing their skills well to meet the N.A.P. test requirements.
- Teachers challenge students to think deeply about their learning and relate it to the real world. Students are developing their abilities to solve problems and think critically.
- Teachers, parents and students collectively agree targets based upon performance in the N.A.P. tests and other assessments. Students use learning technologies for research very well.

Overall, the school's provision for achieving National Agenda targets is above expectations.

Emirati Students



As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.

The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) Governance and Leadership. ii) Learning and Intervention. iii) Personalisation

- There is a clear commitment to improving the achievement of Emirati students and the school has very good relationships with parents. Senior leaders and governors receive regular monitoring reports. Teachers are held to account for students' progress and attainment. The school offers a range of activities to promote Emirati students' personal development.
- Emirati students have very positive attitudes to school and their learning. When working with other students in groups, they demonstrate good levels of co-operation and remain on task. Older students are represented well in the higher attaining groups.
- Provision for the few students requiring additional support is good. Most lessons provide appropriate challenge for different ability groups. However, in a few lessons insufficient account is taken of students' prior knowledge. The school assesses students' potential using the Cognitive Ability Tests (CAT4) and Emirati students achieve similar outcomes to other students. The school is aware of the need to improve the outcomes in verbal reasoning.

The school's provision for raising the achievement of Emirati students meets expectations.

Moral Education

- Moral education is taught in Years 1 to 9. A coherent programme of moral education is being developed.
- Teachers plan engaging lessons and seek students' perspectives. The use of strategies to personalise lessons, create challenge and promote critical thinking is strengthening learning.
- Students are keen to participate and collaborate on research projects. They communicate their learning in a variety of ways.
- Teachers assess students' knowledge of the moral education programme using work samples and test results. Processes to assess students' attitudes are being developed.

The school's implementation of the UAE moral education programme is developing.

Social Studies

- The UAE social studies programme is carefully planned to enable progression across phases and to ensure integration across subjects.
- Teachers use the social studies textbooks to plan lessons and use appropriate strategies to provide challenge.
- Students are engaged and active participants in lessons. They can work in groups and undertake basic research.
- Learning outcomes are assessed using a range of strategies linked to curriculum outcomes. They provide an ongoing overview of individual performance.

The school's implementation of the UAE social studies programme is developing.


Innovation in Education

- Students have many opportunities to develop their innovation skills across a range of subjects. They develop their creativity and problem-solving skills well.
- Students' initiate and develop a range of innovative projects, such as the 'Grow your own food' project, and share them enthusiastically during school assemblies.
- Teachers provide students with a range of opportunities to develop their innovation skills, including student- led lessons and debates about a range of interesting topics.
- The curriculum is designed well to promote innovation, including cross-curricular projects and tasks.
- Leaders at all levels actively encourage, support and promote innovation across the school. Innovative practices include a 'makers space', an innovation hub and a lounge for entrepreneurs.

The school's promotion of a culture of innovation is systematic.

Main inspection report


1. Students' achievements

		Foundation Stage	Primary	Secondary
Islamic education 	Attainment	Not applicable	Good	Good ↑
	Progress	Not applicable	Good	Good

- Achievement is strong in both phases, particularly at the end of the phase, where students can identify where they are in their learning and demonstrate a good understanding of Islam. However, their ability to make connections between Islam and real life is underdeveloped.
- In the secondary phase, non-Arab learners are able to undertake extended critical analysis of controversial and contemporary issues in Islam. There are fewer opportunities for their Arab peers to deepen their understanding of Islamic concepts and principles.
- Attainment and progress for some groups of students is restricted because lesson plans are not always implemented as intended. The level of challenge in the secondary school enables students to access course content for older year groups.

For development


- Ensure greater consistency and narrow the achievement gap between the Arab and non-Arab learners.
- Create more opportunities for students to work independently and connect their learning to real life.

		Foundation Stage	Primary	Secondary
Arabic as a first language 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable

- Most students across both phases make the expected progress and attain levels that are in line with curriculum standards. A few students demonstrate good comprehension skills. However, most students struggle with comprehension as their vocabulary is limited.
- Students can analyse simple literature but lack confidence. They can read and interpret texts appropriately. However, speaking skills are not as developed. Girls, in particular, are keen to develop their speaking skills, but their pronunciation lacks precision.
- Although students' overall writing skills are in line with curriculum expectations, their ability to write extensively is limited. In lessons, students' listening and speaking skills are developed through short presentations and when answering questions.

For development


- Ensure that students' speaking is accurate by providing opportunities to speak extensively and enabling them to use correct pronunciation.

		Foundation Stage	Primary	Secondary
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Good ↑
	Progress	Not applicable	Good	Good ↑


- The majority of students, across both phases, are showing improved achievement in Arabic. In the secondary phase, their comprehension skills are good and their knowledge of Arabic culture is improving. Girls, in particular, make good progress.
- The majority of students attain levels that are above curriculum expectations. Although speaking and responding skills are better, a small number of students lack confidence in their speaking and their pronunciation as not all lessons engage them and provide the necessary levels of challenge.
- Reading skills are developing well as a result of additional opportunities for reading, summary writing and critical questioning. The grouping of students into three levels of ability to support their learning is having a positive impact on their language development.

For development

- Ensure that lessons include greater challenge and engage students with work that is more interesting.

		Foundation Stage	Primary	Secondary
English 	Attainment	Good	Good	Good
	Progress	Very good ↑	Good	Good


- Attainment is good in the Foundation Stage where children make very good progress in relation to starting points and acquire literacy skills above curriculum standards. Progress slows in the primary phase, but accelerates in the secondary school. As a result, students perform well in internal and external examinations.
- In the Foundation Stage, communication skills are very good and reading and independent writing skills are developing well. Students in other phases communicate well orally, with increasing fluency. Primary students have acceptable writing skills.
- Reading for understanding is good. In secondary classes, creative writing, critical thinking and problem-solving skills are developing well. Enquiry-based learning is contributing to increased student independence and collaborative learning.

		Foundation Stage	Primary	Secondary
Mathematics 	Attainment	Good	Good	Good
	Progress	Good	Good	Very good ↑

- Students' attainment is strong throughout the school and is above curriculum standards. The performance of primary and secondary students is strong when measured against external international benchmarks. Secondary students' progress is improving as a result of the challenge and support provided.
- Children in the Foundation Stage demonstrate a secure understanding of the concepts of number, shape and time. Primary phase students are skilled at measuring and recording. However, a minority have not developed their skills in mental mathematics sufficiently. Students in the secondary phase are skilled at geometry and problem-solving, although they are weaker at algebra.
- Improvements in students' ability to explain their reasoning and to apply their knowledge in mathematical investigations is evident in all phases.

For development

- Systematically develop students' skills in mental mathematics in the primary phase and in algebra in the secondary phase.

		Foundation Stage	Primary	Secondary
Science 	Attainment	Good	Very good ↑	Good
	Progress	Good	Very good ↑	Good

- Students across the phases develop a strong knowledge and understanding of science especially in the upper primary school where their ability to explain ideas in terms of scientific concepts is very strong. As a result, their results in international benchmark tests are strong.
- Skills of enquiry and observation build well through the Foundation Stage and primary phase. Students know the principles of fair testing but they are less confident in explaining the reasons behind their predictions.
- Students relate scientific ideas well to real life particularly in the primary phase. In the secondary phase, a minority of students do not show sufficient rigour in their analysis of problems and application of scientific understanding to their investigations.

For development

- Enable students to explain the scientific basis of predictions and to plan investigations systematically.

	Foundation Stage	Primary	Secondary
Learning Skills	Good	Good	Good

- Students enjoy and take increasing responsibility for their own learning. They know their strengths and weaknesses and take steps to improve.
- Students interact and collaborate well in a range of learning situations. They communicate their learning clearly. Although many students make clear connections between areas of learning and relate these to their understanding of the world, it is inconsistent across the school.
- Students are enterprising. They can find things out for themselves and use technologies well to support their learning. Critical thinking and problem-solving skills are common features of learning.

For development

- Strengthen opportunities for students to make meaningful connections between areas of learning and create more opportunities for them to develop their enquiry and research skills.

2. Students' personal and social development, and their innovation skills

	Foundation Stage	Primary	Secondary
Personal development	Very good	Very good	Outstanding ↑

- Students have positive and responsible attitudes. They are self-reliant. They seek and respond very well to constructive feedback. Students are almost always self-disciplined. They respond well to others and work together to resolve differences. Bullying is very rare.
- Students' very positive behaviour contributes to a harmonious learning community. Secondary students' exemplary behaviour is influential across the school. Students are sensitive to the needs and differences of others. Relationships amongst students and with staff are respectful and considerate.
- In the secondary school, students demonstrate excellent understanding of safe and healthy living. They frequently initiate and participate in activities that promote safe and healthy lifestyles. Attendance is very good and students are almost always punctual to school and lessons.

	Foundation Stage	Primary	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Very good ↑	Very good ↑

- Older students are very knowledgeable about Islamic values and how these underpin modern UAE life. They can recall historic facts about the UAE and its heritage. Children in the Foundation Stage have age-related knowledge of some of the main features of Dubai.
- Students demonstrate a deep awareness of other cultures around them, but are less knowledgeable about their own cultures. They interact positively and politely with people from different backgrounds. Students across the school participate in, and contribute to, all celebrations of multicultural heritage enthusiastically.
- Students respond very well to the many opportunities to deepen their understanding and appreciation of other world cultures and of the UAE. They are involved in establishing international connections and are keen to participate in various international arts and music events.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Good	Very good ↑	Very good

- The school has an elected and active students' council that contributes actively to the life of the school and wider communities. This includes volunteer activities and innovative projects involving internal and external partners.
- Students have a positive work ethic. Their creative and practical ideas support the development of innovation skills across the school. Students are well aware of environmental issues and they provide some solutions for sustainability.
- Students are actively involved in a range of innovative projects such as the 'Bidding Buddies', 'Green Hope Ambassadors' and 'All in For Artificial Intelligence'. They participate well in the successful partnerships with schools in the Ukraine and India.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Good	Good

- Teachers plan purposeful lessons, provide interesting learning environments and use time and resources effectively to enable students to be successful learners. Most teachers have strong subject knowledge and understand how students learn. However, they do not always take sufficient account of students' prior learning.
- Teachers' interactions with students ensure that they are engaged learners. Questioning promotes thoughtful and considered responses. Dialogue usually engages students in meaningful discussions and reflection, but some teachers talk too much and reduce the time for students to apply their learning.
- Most teachers use strategies that are effective in meeting the individual needs of the students. They provide appropriate levels of challenge and support, although this is not consistent in all subjects. Most teachers effectively develop students' innovation, research, and independent learning skills.

	Foundation Stage	Primary	Secondary
Assessment	Very good ↑	Very good ↑	Very good ↑

- Assessment processes are very well linked to the requirements of the English National Curriculum and the UAE MoE requirements. Standards in core subjects, including Arabic, are rigorously benchmarked against international standards ensuring thorough and reliable measures of attainment.
- Verbal and written feedback from most teachers is very effective. Students routinely review their own work, sometimes assessing against rubrics, but less often set specific targets for improvement.
- An increased focus on the use of data for shared target setting by students, parents and teachers has provided students with challenging objectives. The schools systematic monitoring of progress towards these allows for timely and effective intervention which is impacting positively on standards.

For development

- Reduce the variability in teaching by ensuring that the learning needs of all students are met and teacher talk does not dominate lessons.
- Identify students' prior learning in all lessons and enable students to develop the full range of learning skills.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Very good ↑	Good	Good

- The curriculum is enriched to ensure the effective development of knowledge, skills, and understanding. Continuity and progression in learning is effectively planned, both within and across phases.
- Students are offered an interesting range of subjects to develop their skills and understanding progressively. In the Foundation Stage, planning is very effective in promoting an exciting learning environment. In addition, well-integrated cross-curricular links include UAE social studies across topics.
- In the primary and secondary phases, flexible, innovation-based learning opportunities are identified to provide interesting challenges for higher attaining and gifted students and develop advanced learning skills. Students receive good guidance and are well prepared for the next stage of their education.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Good ↑	Good ↑	Good ↑

- The curriculum is effectively planned to provide stimulating learning opportunities and to ensure maximum engagement for students of all abilities and appropriate challenge for most students. Effective planning supports students with SEND and challenges high achievers.
- The curriculum is interesting, motivating and diverse allowing opportunities for an extension of students' experiences and aspirations. A high participation rate in a wide range of extra-curricular activities allows students to extend their learning and interests beyond the classroom.
- Aspects of the UAE culture and society are embedded across all curriculum areas. Students are developing a strong understanding of UAE heritage, culture and traditions.
- Children in the Foundation Stage who speak Arabic as a first language receive a total of 80 minutes of Arabic instruction per week.

5. The protection, care, guidance and support of students

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good

- The school has effective arrangements for safeguarding its students. Safer recruitment procedures are in place and staff receive annual training in child protection. The school organises anti-bullying campaigns and guides students on the safe use of the internet.
- Supervision of students, including the arrangements for the school buses, are effective in keeping students safe. However, the meeting points for parents and their children at the end of the school day are very crowded. The school nurses and doctor take good care of students who are ill or injured.
- The school's promotion of healthy lifestyles is very effective. Staff and students present a range of programmes to provide valuable guidance on healthy choices and exercise.

	Foundation Stage	Primary	Secondary
Care and support	Very good ↑	Very good ↑	Very good ↑

- Very positive relationships between students and adults result in a happy and productive working atmosphere across the school. Systems for promoting and monitoring attendance and punctuality are rigorous with prompt information provided to parents regarding absence.
- The identification of students who have SEND has improved since the previous inspection. Systems for identifying those students who are gifted and talented include a range of assessments to judge students' potential. A good variety of age-appropriate courses and careers advice is offered including internships and visiting speakers.
- All students have access to a trusted adult who provides high quality guidance. Students receive a very effective range of advice from the experienced counsellor and clinic staff. There is inconsistency in the quality of support in classes for some more able students and those with SEND.

For development

- Ensure a more orderly system for the collection of children by parents at the end of the day.
- Improve the consistency of in-class support provided for some more able students and those with SEND.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Good

- The school is inclusive within the constraints of its current accommodation. Governors and senior leaders have improved resources. The nominated inclusion governor is a frequent visitor to school. The special needs unit is led well by the inclusion champion, with strong support from the school.
- The identification of SEND students and those who are gifted and talented is accurate, efficient and thorough. A wider range of assessments, including the use of outside specialists, has accelerated the identification process and interventions are suited more appropriately to students' learning needs.
- Partnerships with parents are very positive. Parents say that the inclusion department regularly consults them on their children's progress. Parents feel welcome in school and greatly value the support and helpful advice they receive from the school.
- Detailed records are kept of students' academic and personal development. Individual learning plans (ILPs) and behaviour plans are regularly shared with parents and relate to personal goals for improvement. Progress towards these goals is carefully reviewed, although some goals are too general.
- Most students make good progress towards their targets. Progress is consistently good where students receive support in the inclusion unit and when working individually with a specialist teacher or learning support assistant. However, progress in some lessons is restricted when planning does not take account of students' prior learning.

For development

- Ensure more consistent progress by encouraging teachers to take greater account of students' prior learning and individual needs when planning lessons.
- Ensure goals in individual learning plans have shorter more measurable steps to evaluate progress more accurately over time.

6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Very good ↑
Parents and the community	Very good
Governance	Very good ↑
Management, staffing, facilities and resources	Good




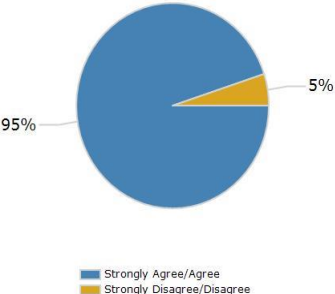


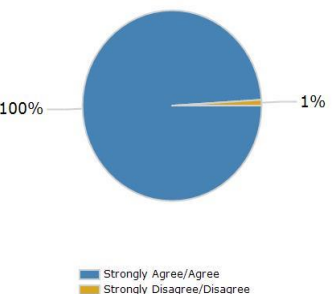


- The principal promotes an ambitious and inspiring vision for the school that is pursued with purpose and commitment. Leaders fully support the UAE national and Emirate priorities. All teachers, and the very large majority of parents, agree that educational leadership is strong. Relationships and communications are professional and effective. Staff morale is very high.
- Self-evaluation is systematic and thorough. The school makes very good use of data, observations and surveys to evaluate and act upon what it does well and what it needs to do to improve. Development planning is appropriate, but not always sufficiently focused. The school has made progress in addressing the recommendations from the last inspection report.
- Parents are highly supportive and involved in the life of the school. Their views are valued and considered, Parents are kept well informed about their children's academic progress through regular reports and conferences. The school is actively involved with external communities, including workplace experiences and links with international schools.
- The governing body brings a wealth of experience and expertise. Parent and teacher representatives speak effectively on behalf of parents and staff. Board members meet often and regularly visit and monitor provision and outcomes for students. Consequently, they know its strengths and weaknesses well and offer timely support and encouragement for school leaders.
- The day-to-day management of the school is well organised. Co-teaching and team-teaching by subject leaders are highly effective in providing staff training and academic support for students. Resources to support reading and active learning are barely adequate. The school recognises that the science laboratory and the library are not sufficient to serve a growing school population. Not all teachers are qualified or have KHDA approval.




For development

- Empower middle managers to take further responsibility for their areas and to raise performance.
- Ensure that development plans include further detail and success criteria to explain how outcomes will be achieved.
- Ensure that there are sufficient resources to promote reading and active learning, and that all teachers are suitably qualified and approved by KHDA

The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.

 Students No. of responses = 0	 Parents No. of responses = 612	 Teachers No. of responses = 121
<p>Not Applicable</p>	<p>Overall, I am satisfied with the quality of education at my child's school</p>  <p>95% 5%</p> <p>  Strongly Agree/Agree  Strongly Disagree/Disagree </p>	<p>Overall, I am satisfied with the quality of education at my school</p>  <p>100% 1%</p> <p>  Strongly Agree/Agree  Strongly Disagree/Disagree </p>

 Students	<ul style="list-style-type: none"> • Not Applicable
 Parents	<ul style="list-style-type: none"> • A very large majority of parents responding to the survey are satisfied with the quality of education provided by the school. Almost all say that their children are happy and feel safe in the school and on school transport. A very large majority of parents believe that the school is well led, and that school leaders and staff are approachable and listen to their concerns.
 Teachers	<ul style="list-style-type: none"> • The responses to the teacher survey are very positive and almost all teachers say that they are satisfied with the quality of education at the school. All respondents say that the school is well led and that students are happy and safe.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae